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ABSTRACT

Eight competencies and five attitudes or beliefs needed by teachers in desegregated school settings were ranked by teacher educators from 60 institutions according to their perceptions of the priority they should receive during teacher training. Teacher educators also gave their perceptions of their institutions' performance in providing training for each competency. The perceptions were solicited through a survey instrument. Findings indicated that all of the competencies and attitudes/beliefs were given high priority by the teacher educators. Teacher educators perceived their institutions as being moderately successful in attempts to develop the competenceis and attitudes/beliefs in prospective teachers. Implications for teacher preparation programs are discussed, tables of data are included, and the survey instrument and a listing of participating institutions are appended. (Author/MK)

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AN ANALYSIS OF THE DATA OF RANKING AND RATING OF TEACHER COMPETENCIES AND ATTITUDES/BELIEFS

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PART I: INTRODUCTION

INTRODUCTION

RATIONALE

There is very little research on competencies and attitudes or beliefs needed by teachers of desegregated school settings. It is anticipated that this investigation will assist in filling that void and aid teachers and teacher educators in the development of such competencies and attitudes or beliefs and their incorporation into faculty development, undergraduate teacher preparation, and inservice education.

STATEMENT OF PROBLEM

The problem of this investigation was to (1) have teacher educators rank eight competencies and five attitudes or beliefs according to their perception of the institutions demonstrated performance (strong to weak) in providing training for that competency and attitude or belief, (3) to determine certain characteristics of institutional respondents.

POPULATION

The population consisted of teacher educators in 60 institutions varying in size and geographic locations. There were forty respondents.

METHODOLOGY

A survey instrument was mailed to sixty institutional representatives at sixty institutions. The information derived from the investigation was then analyzed, interpreted, organized, and presented in a form to permit a view of a sample of institutions of higher learning.

PART II: PRESENTATION AND INTERPRETATION OF FINDINGS

Findings Concerning Ranking and Rating of Teacher Competencies

The findings concerning the ranking and rating of teacher competencies were organized under the following headings: (1) identification and/or demonstration of behavior which reflect a feeling for dignity and worth of other people including those of other racial, ethnic, and cultural groups, (2) demonstration of instructional and social skills which will assist the student in developing a positive self-concept, (3) demonstration of instructional and social skills which will assist the students in interacting constructively with their peers regardless of racial, cultural, and ethnic differences, (4) selection and use of appropriate instruments for communicating with individuals and groups, (5) utilization of technological resources to promote the fulfillment of the many and varied needs of multiethnic learners, (6) identification, selection and use of a wide variety of instructional materials which are appropriate for the cultural groups involved, (7) understanding and treating multicultural children as the individuals they are, and (8) knowledge of the past and contemporary history and contributions of minority groups to the American society and how the history may be utilized in the classroom.

The data in Table 1 reveal the identification and/or demonstration of behaviors which reflect a feeling for dignity and worth of other people including those of other racial, ethnic, and cultural groups. In terms of rank order of importance, 82.5% of the respondents indicated a high priority of 1 or 2 while 5% assigned a rank order of 4 or 5. Regarding the ranking of the institution's performance, 70% assessed 1 or 2 whereas 17.5% evaluated it as 3. Ten per cent ranked it 4.

Table 2 shows the demonstrations of instructional and social skills which will assist the students in developing a positive self-concept. Ninety per cent ranked the competency 1 or 2 whereas 5% assessed it 3. Two and five tenths per cent classified it as 5. In reference to the institution's performance, 60% assigned either 1 or 2 to the competency while 30% rated it as 3. Ten per cent categorized it as 4.

Table 3 was designed to show the ranking and rating of the competency titled demonstration of instructional and social skills which assist students in interacting constructively with their peers regardless of racial, cultural, and ethnic differences. The data reveal rank order of importance as follows: 85% rated it either 1 or 2; 7.5% assigned it 3; and 2.5% rated it 5. In reference to the institution's performance rating, 57.5% rated it either 1 or 2; 31.5% rated it 3; and 10% rated it 4.

TABLE 1. IDENTIFICATION AND/OR DEMONSTRATION OF BEHAVIORS WHICH REFLECT A FEELING FOR THE DIGNITY AND WORTH OF OTHER PEOPLE INXLUDING THOSE OF OTHER, RACIAL, ETHNIC, AND CULTURAL GROUPS.

	RANK ORDER OF IMPORTANCE					NO RESPONSE	TOTAL	RATING OF YOUR INSTITUTION'S PERFORMANCE					NO RESPONSE	TOTAL
	1	2	3	4	5			1	2	3	4	5		
No.	30	3	0	1	1	5	40	11	17	7	4	5	1	40
%	75	7.5		2.5	2.5	12.5	100	27.5	42.5	17.5	10		2.5	100

TABLE 2. DEMONSTRATION OF INSTRUCTIONAL AND SOCIAL SKILLS WHICH WILL ASSIST THE STUDENTS IN DEVELOPING A POSITIVE SELF-CONCEPT.

	RANK ORDER OF IMPORTANCE					NO RESPONSE	TOTAL	RATING OF YOUR INSTITUTION'S PERFORMANCE					NO RESPONSE	TOTAL
	1	2	3	4	5			1	2	3	4	5		
No.	27	9	2	0	1	1	40	6	18	12	4	0	0	40
%	67.6	22.5	5		2.5	2.5	100	15	45	30	10		0	100

TABLE 3. DEMONSTRATION OF INSTRUCTIONAL AND SOCIAL SKILLS WHICH ASSIST STUDENTS IN INTERACTING CONSTRUCTIVELY WITH THEIR PEERS REGARDLESS OF RACIAL, CULTURAL, AND ETHNIC DIFFERENCES.

	RANK ORDER OF IMPORTANCE					NO RESPONSE	TOTAL	RATING OF YOUR INSTITUTION'S PERFORMANCE					NO RESPONSE	TOTAL
	1	2	3	4	5			1	2	3	4	5		
No.	26	8	3	0	1	2	40	6	17	13	4	0	0	40
%	65	20	7.5		2.5	5	100	15	42.5	31.5	10	0	0	100

TABLE 4. SELECTION AND USE OF APPROPRIATE INSTRUMENTS FOR COMMUNICATING WITH INDIVIDUALS AND GROUPS.

	RANK ORDER OF IMPORTANCE					NO RESPONSE	TOTAL	RATING OF YOUR INSTITITION'S PERFORMANCE					NO RESPONSE	TOTAL
	1	2	3	4	5			1	2	3	4	5		
No.	14	13	8	3	1	1	40	2	14	18	3	1	2	40
%	35	32.5	20	7.5	2.5	2.5	100	5	35	45	7.5	2.5	5	100

Table 4 shows the ranking and institutional performance rating of the competency named selection and use of appropriate instruments for communicating with individuals and groups. Regarding the rank order of importance, 67.5% rated it either 1 or 2 whereas 20% assessed it 3. Seven and five tenths per cent evaluated it 4 and 2.5% assessed it 5. In reference to the institutional performance rating, 40% rated it either 1 or 2; 45% assessed it 3; and 7.55 evaluated it 4.

TABLE 5. UTILIZATION OF TECHNOLOGICAL RESOURCES TO PROMOTE THE FULFILLMENT OF THE MANY AND VARIED NEEDS OF MULTI-ETHNIC LEARNERS.

	RANK ORDER OF IMPORTANCE					NO RESPONSE	TOTAL	RATING OF YOUR INSTITUTION'S PERFORMANCE						
	1	2	3	4	5			1	2	3	4	5		
No.	29	7	1	1	1	1	40	9	11	14	3	0	3	40
%	72.5	17.5	2.5	2.5	2.5	2.5	100	22.5	27.5	35	7.5		7.5	100

Table 5 provides information about the competency titled utilization of technological resources to promote the fulfillment of the many and varied needs of multi-ethnic learners. In reference to the rank order of importance, 50% of the respondents ranked it either 1 or 2; 32.5% assessed it 3; 10% evaluated it 4; and 7.5% appraised it 5. Regarding the institutional performance rating, 25% categorized it either 1 or 2; 40% classified it 3; 22.5% rated it 4; and 10% evaluated it 4.

TABLE 6. IDENTIFICATION, SELECTION, AND USE OF A WIDE VARIETY OF INSTRUCTIONAL MATERIALS WHICH ARE APPROPRIATE FOR THE CULTURAL GROUPS INVOLVED.

	RANK ORDER OF IMPORTANCE					NO RESPONSE	TOTAL	RATING OF YOUR INSTITUTION'S PERFORMANCE					NO RESPONSE	TOTAL
	1	2	3	4	5			1	2	3	4	5		
No.	16	16	6	0	2	0	40	6	9	9	10	2	4	40
%	40	40	15	0	5	0	100	15	22.5	22.5	2.5	5	10	100

TABLE 7. UNDERSTANDING AND TREATING MULTICULTURAL CHILDREN AS THE INDIVIDUALS THEY ARE.

	RANK ORDER OF IMPORTANCE					NO RESPONSE	TOTAL	RATING OF YOUR INSTITUTION'S PERFORMANCE					NO RESPONSE	TOTAL
	1	2	3	4	5			1	2	3	4	5		
No.	29	7	1	1	1	1	40	9	11	14	3	0	3	40
%	72.5	17.5	2.5	2.5	2.5	2.5	100	22.5	27.5	35	7.5		7.5	100

TABLE 8. KNOWLEDGE OF THE PAST AND CONTEMPORARY HISTORY AND CONTRIBUTIONS OF MINORITY GROUPS TO THE AMERICAN SOCIETY AND HOW THE HISTORY MAY BE UTILIZED IN THE CLASSROOM

	RANK ORDER OF IMPORTANCE					NO RESPONSE	TOTAL	RATING OF YOUR INSTITUTION'S PERFORMANCE					NO RESPONSE	TOTAL
	1	2	3	4	5			1	2	3	4	5		
No.	16	16	6	0	2	0	40	6	9	9	10	2	4	40
%	40	40	15	0	5	0	100	15	22.5	22.5	2.5	5	10	100

Table 6 shows data about the competency titled identification, selection and use of a wide variety fo instructional materials which are appropriate for the cultural groups involved. Regarding the rank order of importance, the data reveal that 75% ranked the competency either 1 or 2 while 20% ranked it 3. Five per cent placed it at 4 on the scale. In reference to the institution's performance rating, it may seem that 40% rated it either 1 or 2 while 25% rated it 3. Seventeen and 5 tenths per cent evaluated it 4 whereas 12.5% appraised it 5.

Table 7 provides data about the competency titled understanding and treating multicultural children as the individuals they are. In reference to rank order of importance,

90% of the respondents ranked the competency either 1 or 2. Regarding institution's performance rating, 50% rated it either 1 or 2. Thirty-five per cent appraised it 3. Seven and five tenths per cent assessed it 4.

Table 8 provides information about the competency named knowledge of the past and contemporary history and contributions of minority groups to the American society and how the history may be utilized in the classroom. The rank order of importance was assigned either 1 or 2 by 80% and 3 by 15%. The institution's performance rating was either 1 or 2 by 27.5%; 3 by 22.5%; 4 by 2.5%; and 5 by 5%.

TABLE 9 WRITE-IN-COMPETENCIES

Understand the ties between trans national/images/ international linkages of ethnic groups in the U.S. today.
Should have a sociological awareness of the contributions of minority groups to American society.
Demonstrate knowledge of cultural traditions.
Demonstrate knowledge of traditionalist, modern, and progressive ethnic values.
Demonstrates knowledge of the forces affecting multicultural education (political, economic, social & educational).
Demonstrates knowledge of acculturation process as related to the traditionalist, modern, and professional values.
Demonstrates knowledge of the role of a value system and ability to analyze and evaluate its influence on behavior.
Demonstrates knowledge of the philosophy of various cultures and exhibit through observable personal behavior an interest in expanding one's knowledge.
Recognize potential cultural and linguistic biases in the composition, administration, and interpretation of existing assessment instruments.
Demonstrate the ability to provide a flexible learning environment which meets individual needs of learners from various cultural groups.
Demonstrate interaction with parents and community members in a multicultural context.
Utilize students own contributions through cultural ethnicity in classroom situations.
Should be knowledgeable of the mechanisms of the social-economic political systems which are responsible for maintaining the status quo for the dominant culture.
Faculty should be competent, successful teachers.

TABLE 9 WRITE-IN-COMPETENCIES

Should be aware of the degree to which institutionalized schooling is failing to meet minimal standards of academic competencies for the majority of economically deprived students.
Knowledge of the economic and political aspects/ bases of racism, classism, and sexism and the role played by the school in supporting these aspects.
Should have an awareness of the numerous legal decisions that have revolved around minority groups and education.
Understanding the racial and class biases in testing, educational psychological theory, and curriculum theory.
Faculty should be competent teachers of teacher education knowledge and skills; such as how to teach reading and etc.

Table 9 reveals Write-In-Competencies which were listed one time each.

Findings Regarding Ranking and Rating of Attitudes of Beliefs

The data regarding the ranking and rating of attitudes or beliefs were collected under five headings, namely: (1) Teachers must intimately understand the culture and ethnic origin of their students, (2) teachers must be free of bias as possible and open to continuing self-examination, (3) teachers must honor and value racial, ethnic, and cultural differences, (4) teachers must feel that a multi-cultural orientation is beneficial to them personally, and (5) teachers must understand that poor and racial or ethnic minorities can learn at the same level and rate as others when the proper environmental support is provided.

TABLE 10. TEACHERS MUST INTIMATELY UNDERSTAND THE CULTURE AND ETHNIC ORIGIN OF THEIR STUDENTS.

	RANK ORDER OF IMPORTANCE							RATING OF YOUR INSTITUTION'S PERFORMANCE						
	1	2	3	4	5	NO RESPONSE	TOTAL	1	2	3	4	5	NO RESPONSE	TOTAL
No.	17	10	6	1	1	5	40	3	15	10	10	0	2	40
%	42.5	25	15	2.5	2.5	12.5	100	7.5	37.5	25	25		5	100

TABLE 11. TEACHERS MUST BE FREE OF BIAS AS POSSIBLE AND OPEN TO CONTINUING SELF-EXAMINATION.

	RANK ORDER OF IMPORTANCE							RATING OF YOUR INSTITUTION'S PERFORMANCE						
	1	2	3	4	5	NO RESPONSE	TOTAL	1	2	3	4	5	NO RESPONSE	TOTAL
No.	31	6	0	1	1	1	40	3	16	13	6	0	2	40
%	77.5	15		2.5	2.5	2.5	100	7.5	40	32.5	15		5	100

Data pertaining to attitude/belief titled teachers must intimately understand the culture and ehtnic origin of their students are presented in Table 10. The rank order of importance was either 1 or 2 by 67.5%; 3 by 15%; 4 by 2.5%. Regarding institution's performance rating, 45% rated it either 1 or 2, 25% assessed it 3; and 25% evaluated it 4.

Table 11 shows information about the attitude/belief named teachers must be free of bias as possible and open to continuing self-examination. Regarding the rank order of importance, 92.5% ranked it either 1 or 2 while 5% ranked it either 4 o4 5. The institution's performance rating was assessed either 1 or 2 by 47.5%; 3 by 32.5% anf 4 by 15%.

Table 12 provides data about the belief/attitude titled teachers must honor and value racial ethnic and cultural differences. In reference to rank order of importance, 80% ranked it either 1 or 2 while 12.5% rated it 3. Two and five tenths per cent ranked it 4. Five per cent assessed it 5. The instituiton's performance rating was evaluated as follows: 45% assigned it either 1 or 2; 31.5% indicated 3; 15 % assessed it 4 and 2.5 % listed it as 5.

TABLE 12. TEACHERS MUST HONOR AND VALUE RACIAL, ETHNIC AND CULTURAL DIFFERENCES.

RANK ORDER OF IMPORTANCE								RATING OF YOUR INSTITUTION'S PERFORMANCE						
	1	2	3	4	5	NO RESPONSE	TOTAL	1	2	3	4	5	NO RESPONSE	TOTAL
No.	26	6	5	1	2			3	15	13	6	1	2	40
%	65	15	12.5	2.5	5	0	100	7.5	37.5	32.5	15	2.5	5	100

TABLE 13. TEACHERS MUST FEEL THAT A MULTI-CULTURAL ORIENTATION IS BENEFICIAL TO THEM PERSONALLY.

RANK ORDER OF IMPORTANCE								RATING OF YOUR INSTITUTION'S PERFORMANCE						
	1	2	3	4	5	NO RESPONSE	TOTAL	1	2	3	4	5	NO RESPONSE	TOTAL
No.	16	11	5	2	2	4	40	4	15	10	9	2	0	40
%	40	27.5	12.5	5	5	10	100	10	37.5	23	22.5	5	0	100

TABLE 14 A. TEACHERS MUST UNDERSTAND THAT POOR AND RACIAL OR ETHNIC MINORITIES CAN LEARN AT THE SAME LEVEL AND RATE AS OTEHRS WHEN THE PROPER ENVIRONMENTAL SUPPORT IS PROVIDED.

	RANK ORDER OF IMPORTANCE					NO RESPONSE	TOTAL	RATING OF YOUR INSTITUTION'S PERFORMANCE					NO RESPONSE	TOTAL
	1	2	3	4	5			1	2	3	4	5		
No.	27	7	3	2	1	0	40	8	14	9	0	1	1	40
%	67.5	17.5	7.5	5	2.5	0	100	20	35	20	22.5		2.5	100

TABLE 14 B. OTHER ATTITUDES OR BELIEFS.

Teachers must include sexism/racism/handicap issue against all aspects of biases viewpoints in society today.

Teachers must demonstrate a positive self-concept in respect to teaching in a multi-cultural, multi-ethnic situation.

Teachers must understand the economic bases of racial and class bias and how the traditional school supports this economic system.

Teachers must be free of unconscious bias and prejudice.

Table 13 provides data about the attitude/belief titled teachers must feel that a multicultural orientation is beneficial to them personally. The rank order of importance is as follows: either 1 or 2 by 67.5%; 3 by 12.5%; 4 by 5%; and 5 by 5%. Forty seven and five tenths per cent of the respondents rated the institution's performance either 1 or 2; 25% rated it 3; 22.5% rated it 4; and 5% rated it 5.

Table 14A shows the ranking and institution's performance rating of the attitude/belief titled teachers must understand that poor racial or ethnic minorities can learn at the same level and rate as others when the proper environmental support is provided. Regarding the rank order of importance,

the data revealed that 85% ranked either 1 or 2; 7.5% rated it 3; 5% ranked it 4 and 2.5% assessed it 5. In reference to the institution's performance rating, 55% rated it either 1 or 2; 20% rated it 3; 22.5% assessed it 3.

Talbe 14B presents "write-in" attitudes or beliefs which were listed once each.

The findings relating to characteristics of institutional respondents were organized under eight aspects: (1) specific title, (2) percentage of time spent perfomring the following duties: teaching, supervisory, administrative, and research, (3) highest degree completed to date, (4) sex, (5) age, (6) race, (7) number of academic hours earned in multicultural education, and (8) frequency which institutional respondents teach courses in multicultural education.

TABLE 15. INSTITUTIONAL RESPONDENTS' OR RANKS

	No.	%
DEAN	1	2.5
ASSISTANT TO DEAN	1	2.5
ASSOCIATE DEAN	1	2.5
PROFESSOR OF EDUCATION	5	12.5
ASSOCIATE PROFESSOR OF EDUCATION	3	7.5
ASSISTANT PROFESSOR OF EDUCATION	2	5.0
CHAIRPERSON	4	10.0
COORDINATOR OF STUDENT TEACHING	1	2.5
DIRECTOR OF BILINGUAL TEACHER EDUCATION	1	2.5
DIRECTOR OF SECONDARY EDUCATION	1	2.5
DIRECTOR OF MULTICULTURAL EDUCATION CENTER	1	2.5
DIRECTOR OF URBAN TEACHER EDUCATION PROGRAM	1	2.5
DIRECTOR OF TEACHER EDUCATION	3	7.5
DIRECTOR, MIDWEST NATIONAL ORIGIN DESEGREGATION ASSISTANCE CENTER	1	2.5
NO RESPONSE		
TOTAL	26	65

TABLE 16. TIME SPENT BY INSTITUTIONAL RESPONDENTS ON TEACHING

PER CENT OF TIME ENGAGED IN TEACHING		No.	%
100		5	12.5
90 - 99		2	5.0
80 - 89		1	2.5
70 - 79		2	5.0
60 - 69		2	5.0
50 - 59		6	15.0
40 - 49		3	7.5
30 - 39		0	0
20 - 29		0	0
10 - 19		4	10.0
0 - 9		0	0
TOTAL		25	62.5

TABLE 17. TIME SPENT BY INSTITUTIONAL RESPONDENTS ON SUPERVISORY DUTIES.

PER CENT OF TIME SPENT ON SUPERVISORY DUTIES		No.	%
100		0	
90 - 99		0	
80 - 89		0	
70 - 79		0	
60 - 69		0	
50 - 59		0	
40 - 49		0	
30 - 39		2	5
20 - 29		7	17.5
10 - 19		7	17.5
0 - 9		7	17.5
TOTAL		23	57.5

TABLE 18. TIME SPENT BY INSTITUTIONAL RESPONDENTS ON ADMINISTRATIVE DUTIES.

PER CENT OF TIME DEVOTED TO ADMINISTRATIVE DUTIES		No.	%
100		2	5
90 - 99		0	0
80 - 89		1	2.5
70 - 79		5	12.5
60 - 69		0	0
50 - 59		4	10
40 - 49		4	10
30 - 39		2	5
20 - 29		7	17.5
10 - 19		2	5
0 - 9		3	7.5
TOTAL		30	75

TABLE 19. TIME SPENT ON RESEARCH BY INSTITUTIONAL RESPONDENTS

PER CENT OF TIME SPENT ON RESEARCH		No.	%
100			
90 - 99			
80 - 89			
70 - 79			
60 - 69			
50 - 59			
40 - 49			
30 - 39		1	2.5
20 - 29			
10 - 19			
0 - 9			
TOTAL		1	2.5

Table 15 shows institutional respondents' titles and ranks. From the data, it may be seen that the specific titles in order of frequency were as follows: Professor of Education 7.5%; and Director of Teacher Education, 7.5%.

Table 16 presents time spent by institutional respondents on teaching. It is evident that 15% of the respondents taught 50-59% of their time; 12.5% taught 100%; and 10% taught 10-19%. Sixty two and five tenths per cent of the respondents spent from 10-100% of their time on teaching.

Table 17 provides information about time spent by institutional respondents on supervisory duties. Twenty to twenty-nine per cent spent 17.5%; Ten to nineteen per cent spent 17.5%; and 0-9% spent 17.5%.

Table 18 shows time spent by institutional respondents on administrative duties. Seventeen and five tenths per cent of the respondents spent 20-29% of their time on administrative duties; 12.5% spent 70-79%; 10% spent 50-59%; and 10% spent 40-49%.

Table 19 reveals that 2.5% of the institutional respondents spent 30-39% of their time on research.

TABLE 20. HIGHEST DEGREE COMPLETED BY INSTITUTIONAL RESPONDENTS.

DEGREES		No.	%
DOCTORATE		31	77.5
SPECIALIST		1	2.5
MASTER		1	2.5
BACHELOR		0	0
NO RESPONSE		7	17.5
TOTAL		40	100

TABLE 21. SEX OF INSTITUTIONAL RESPONDENTS.

SEX		No.	%
FEMALE		7	17.5
MALE		31	77.5
NO SEX DESIGNATED		2	5
NO RESPONSE			
TOTAL		40	100

TABLE 22. AGE DISTRIBUTION OF INSTITUTIONAL RESPONDENTS

AGE		No.	%
65 + Above		1	2.5
50 - 64		14	35
35 - 49		19	47.5
20 - 34		3	7.5
NO RESPONSE		3	7.5
TOTAL		40	100

TABLE 23. RACE DISTRIBUTION OF INSTITUTIONAL RESPONSES.

RACE		No.	%
BLACK		8	20
CAUCASIAN		25	62.5
HISPANIC		3	7.5
INDIAN		0	0
ORIENTAL		0	0
OTHER		0	0
NO RESPONSE		4	10
TOTAL		40	100

Table 20 shows the highest degree completed by institutional respondents. It may be seen that 77.5% of these teacher educators had earned the Doctorate degree; 2.5%, the specialist; and 2.5% the Masters'.

Table 21 provides data about the sex of the respondents. Seventy-seven and five tenths were males whereas 17.5% were females.

Table 22 provides data regarding the age distribution of the teacher educators. Forty-seven and five tenths per cent of these teacher educators were in the 35-49 age category and 35% were in the 50-64 age bracket.

The data pertaining to the race distribution of the respondents are presented in Table 23. Sixty-two and five tenths per cent of these respondents were Caucasians; 20% were Black; and 7.5% were Hispanic. There were no Indians, Orientals or others included in the institutional respondents.

TABLE 24. NUMBER OF ACADEMIC HOURS INSTITUTIONAL RESPONDENTS COMPLETED IN MULTICULTURAL EDUCATION.

ACADEMIC HOURS COMPLETED	No.	%
30 or more	11	27.5
10 - 29	8	20
1 - 9	12	30
0	7	17.5
NO RESPONSE	2	5
TOTAL	40	100

TABLE 25. FREQUENCY WHICH INSTITUTIONAL RESPONDENTS TAUGHT COURSES IN MULTICULTURAL EDUCATION.

FREQUENCY	No.	%
TAUGHT COURSES REGULARLY	15	37.5
TAUGHT COURSES INTERMITTENTLY	4	10
TAUGHT NO COURSES IN MULTICULTURAL EDUCATION	17	42.5
TAUGHT REGULAR COURSES WHICH INCLUDED TOPICS ON MULTICULTURAL EDUCATION	4	10
NO RESPONSE	0	0
TOTAL	40	100

The data in Table 24 reveal the number of academic hours which the respondents have completed in multicultural education. Thirty per cent of these teacher educators completed 1-9 academic hours; 27.5 completed 30 or more and 20% completed 10-29 whereas 17.5% had not completed any.

Table 25 provides data regarding the frequency which the respondents taught courses in multicultural education. Thirty-seven and five tenths per cent taught courses regularly; 10% taught courses intermittently; and 10% taught courses which included topics on multicultural education whereas 42.5% taught no courses on multicultural education.

Rank Order of Competencies

Conclusions concerning the rank order of importance of competencies needed by teachers in desegregated settings were:

1. More than eighty per cent of the teacher educators assessed a priority of either 1 or 2 on the competency: Identify and/or demonstrate behaviors which reflect a feeling for the dignity and worth of other people including those of other racial, ethnic, and cultural groups.

2. Ninety per cent listed a priority of either 1 or 2 to the competency: Demonstrate instructional and social skills which assist students in developing a positive self-concept.

3. Eighty-five per cent assigned a priority of either 1 or 2 to the competency: Demonstrate instructional and social skills which assist students in interacting constructively with their peers regardless of racial, cultural and ethnic differences.

4. Sixty-seven and five tenths per cent appraised a priority of either 1 or 2 to the competency: Select and use appropriate instruments for communicating with individuals and groups.

5. Fifty per cent assigned a priority of either 1 or 2 and thirty-two and five tenths per cent placed a priority of 3 on the competency: Utilize technological resources to promote the fulfillment of the many and varied needs of mutli-ethnic learners.

6. Seventy-five per cent appraised a priority of either 1 or 2 and 20 per cent assigned a priority of 3 to the competency: Identify, select and use a wide variety of instructional materials which are appropriate for the cultural groups involved.

7. Ninety per cent assessed a priority of either 1 or 2 to the competency: Understand and treat multicultural children as the individuals they are.

8. Eighty per cent assigned a priority of either 1 or 2 to the competency: Should be knowledgeable of the past and contemporary history and contributions of minority groups to the American society and how the history may be utilized in the classroom.

Rating of Institution's Performance on Competencies

Regarding the rating of institution's performance, the following conclusions were drawn:

1. Ninety per cent awarded a priority of either 1 or 2 to the competency: Identify and/or demonstrate behaviors which reflect a feeling for the dignity and worth of other people including those of other racial, ethnic, and cultural groups.

2. Sixty per cent assigned a priority of either 1 or 2 to the competency: Demonstrate instructional and social skills which assist students in developing self-concept.

3. Thirty-seven and five tenths per cent listed a priority of either 1 or 2 and thirty-one and five tenths per cent listed a priority of 3 to the competency: Demonstrate instructional and social skills which assist students in interacting constructively with their peers regardless of racial, cultural, and ethnic differences.

4. Fifty-seven and five tenths per cent indicated a priority of either 1 or 2 and 31.5% assigned a priority of 3 to the competency: Select and use appropriate instruments for communicating with individuals and groups.

5. Forty per cent assessed a priority fo 3 and twenty-five per cent assigned a priority of either 1 or 2 to the competency Utilize technological resources to promote the fulfillment of the many and varied needs of multi-ethnic learners.

6. Forty per cent rated a priority of either 1 or 2 and twenty-five per cent indicated a priority of 3 to the competency: Identify, select and use a wide variety of instructional materials which are appropriate for the cultural groups involved.

7. Fifty per cent assessed a priority of either 1 or 2 and thirty-five per cent awarded a priority of 3 to the competency: Understand and treat multicultural children as the individuals they are.

8. Thirty-seven and five tenths per cent rated a priority of either 1 or 2 and twenty-two and five tenths per cent appraise a priority of 3 to the competency: Should be knowledgeable of the past and contemporary history and contribu-

tions of minority groups to the American society and how the history may be utilized in the classroom.

Rank Order of Attitudes or Beliefs

Regarding the rank order of importance of attitudes or beliefs needed by teachers in desegregated settings, the following conclusions were drawn:

1. Sixty-seven and five tenths per cent listed a priority of either 1 or 2 and 15 per cent awarded a priority of 3 to the attitude/belief: Teachers must intimately understand the culture and ethnic origin of their students.

2. Ninety-two and five tenths per cent assigned a priority of either 1 or 2 to the attitude/belief: Teachers must be free of bias as possible and open to continuing self-examination.

3. Eighty per cent assessed a priority of either 1 or 2 and twelve and five tenths per cent indicated a priority of 3 to the attitude/belief: Teachers must honor and value racial, ethnic, and cultural differences.

4. Eighty-five per cent rated a priority of either 1 or 2 and twelve per cent assigned a priority of 3 to the attitude/belief: Teachers must feel that a multicultural orientation is beneficial to them personally.

5. Eighty-five per cent assigned a priority of either 1 or 2 and seven and five tenths per cent indicated a priority of 3 to the attitude/belief: Teachers must understand that poor and racial or ethnic minorities can learn at the same level and rate as others when the proper environmental support is provided.

Rating of Institution's Performance on Attitudes or Beliefs

Conclusions concerning the rating of the institution's performance were:

1. Forty-five per cent assessed a priority of 1 or 2 and 25% assigned a priority of 3 to the attitude/belief: Teachers must intimately understand the culture and ethnic origin of their students.

2. Forty-seven and five tenths per cent indicated a priority of either 1 or 2 and twenty-five per cent assessed a priority of 3 to the attitude/belief: Teachers must be free of bias as possible and open to continuing self-examination.

3. Thirty-five per cent place a priority of either 1 or 2 and thirty-one and five tenths per cent indicated a priority of 3 to the attitude/belief: Teachers must honor and value racial, ethnic, and cultural differences.

4. Thirty-seven and five tenths per cent rate a priority of either 1 or 2 and 25 per cent assigned a priority of 3 to the attitude/belief: Teachers must feel that a multi-cultural orientation is beneficial to them personally.

5. Forty-five per cent awarded a priority of either 1 or 2 and twenty per cent indicated a priority of the attitude/belief: Teachers must understand that poor and racial or ethnic minorities can learn at the same level and rate as others when the proper environmental support is provided.

Characteristics of Institutional Respondents

Conclusions regarding the characteristics of institutional respondents were as follows:

1. The title or rank of the majority of the teacher educators were: Professor of Education, Chairperson, Associate Professor of Education, and Director of Teacher Education.

2. More than half of the respondents spent from 1 to 39% of their time on supervisory duties.

3. The per cent of time devoted to administrative duties ranged from 1 to 100%. The most frequently mentioned per cent categories were: 20-29%, 70-79%, 50-59%, and 40-49%.

4. Only 2.5% of the respondents devoted time to research. The per cent category was 30-59.

5. More than three-fourths of the teacher educators had earned the doctorate degree.

6. More than three-fourth of the respondents were male.

7. Nearly half of the teacher educators were in the age bracket 35-49 while a little more than a third were in the age bracket 50-64.

8. Slightly less than two thirds of the teacher educators were Caucasians; one fifth were Black; and a little less than one tenth were Hispanic.

9. More than three fourths of the respondents had completed academic hours in multicultural education ranging from 1-30 hours.

10. Slightly more than half of the teacher educators either taught courses in multicultural education or taught regular courses which included topics on multicultural education.

11. Two thirds of the respondents devoted time to teaching ranging from 10-100%.

IMPLICATIONS

The eight competencies and five attitudes/beliefs included in this investigation should be included in a teacher preparation program for desegregated settings since a large majority of the teacher educators indicated that they should receive high priority. The institution's performance rating by a large majority range from 1 to 3. It would appear that the institutions have experienced a moderate degree of success in the development of these competencies and attitudes/beliefs in the ir prospective teachers. This being the case, it reinforces the idea that the inclusion of these competencies and attitudes/beliefs in teacher preparation programs for desegregated settings become a reality.

Rank Order of Competencies

Concerning rank order of importance of competencies needed by teachers in desegregated settings, it is recommended that:

1. The following validated competencies be incorporated into teacher preparation programs:

   A. Identify and/or demonstrate behaviors which reflect a feeling for the dignity and worth of other people including those of other racial, ethnic, and cultural groups.

   B. Demonstrate instructional and social skills which assist students in developing a positive self-concept.

   C. Demonstrate instructional and social skills which assist students in interacting constructively with their peers regardless of racial, cultural, and ethnic differences.

   D. Select and use appropriate instruments for communicating with individuals and groups.

   E. Utilize technological resources to promote the fulfillment of many and varied needs of multi-ethnic learners.

   F. Identify, select, and use a wide variety of instructional materials which are appropriate for the cultural groups involved, in terms of interest level, complexity, maturity, and experience.

G. Understand and treat multicultural children as the individuals they are, each with his own particular potential and rate of growth, and each with his own background, problems, habits, interests and curiousities.

H. Should be knowledgeable of the past and contemporary history and contributons of minority groups to the American society and how the history may be utilized in the classroom.

2. Teacher educators seriously examine the listing of "write-in" competencies which appeared in the category "other competencies" on the research instrument for possible inclusion in their multicultural education program.

Rating of Institution's Performance on Competencies

Regarding the rating of the institution's performance, it is recommended that:

1. Institutions put forth greater effort to improve their perfomance on the following validated competencies needed by teachers in desegregated settings:

   A. Demonstrate instructional and social skills which assist students in interacting constructively with their peers regardless of racial, cultural, and ethnic differences.

   B. Select and use appropriate instruments for communicating with individuals and groups.

   C. Utilize technological resources to promcte the fulfillments of the many and varied needs of multi-ethnic learners.

   D. Identify, select, and use a wide variety of instructional materials which are appropriate for the cultural groups involved.

   E. Understand and treat multicultural children as the individuals they are, each with his own particular potential and rate of growth, and each with his own backgrounds, problems, habits, interests, and curiousities.

F. Should be knowledgeable of the past and contemporary history and contribution of minority groups to the American society and how the history may be utilized in the classroom.

Rank Order of Attitudes or Beliefs

Concerning the rank order of importance of attitudes or beliefs needed by teachers in desegregated settings, it is recommended that:

1. The following validated attitudes or beliefs be incorporated into teacher preparation programs:

   A. Teachers must intimately understand the culture and ethnic origin of their students.

   B. Teachers must be free of bias as possible and open to continuing self-examination.

   C. Teachers must honor and value racial, ethnic, and cultural differences.

   D. Teachers must feel that a multi-cultural orientation is beneficial to them personally.

   E. Teachers must understand that poor and racial or ethnic minorities can learn at the same level and rate as others when the proper environmental support is provided.

2. Teacher educators examine the following listing of "write-in" attitudes or beliefs which appeared in the category "other attitudes or beliefs" on the research instruments for possible inclusion in their multicultural education programs:

Rating of Institution's Performance on Attitudes or Beliefs

Regarding the rating of institution's performance, it is recommended that:

1. Institutions put forth greater efforts to improve their performance on the following validated attitudes or beliefs needed by teachers in desegregated settings:

A. Teachers must intimately understand the culture and ethnic origin of their students.

B. Teachers must be as free of bias as possible and open to continuing self-examination.

C. Teachers must honor and value racial, ethnic and cultural differences.

D. Teachers must feel that a multi-cultural orientation is beneficial to them personally.

E. Teachers must understand that poor and racial or ethnic minorities can learn at the same level as others when the proper environmental support is provided.

Characteristics of Institutional Respondents

In light of the findings of this investigation, the following recommendations are made relating to certain characteristics of the institutional respondents:

1. Provisions should be made for more of the respondents to devote some of their time to research or to delegate the responsibility to other appropriate personnel.

2. More ethnic and cultural groups should be represented among the teacher preparation faculties and administrative staffs.

3. More women should be included on the teacher preparation faculties.

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

CONCLUSIONS AND IMPLICATIONS

Conclusions concerning the rank order of importance of competencies needed by teachers in desegregated settings were:

1. More than eighty percent of the teacher educators assessed a priority of either 1 or 2 on the competency: Identify and/or demonstrate behaviors which reflect a feeling for the dignity and worth of other people including those of other racial, ethnic and cultural groups.

2. Ninety per cent listed a priority of either 1 or 2 to the competency: Demonstrate instructional and social skills which assist students in developing a positive self-concept.

3. Eighty-five per cent assigned a priority of either 1 or 2 to the competency: Demonstrate instructional and social skills which assist students in interacting constructively with their peers regardless of racial, cultural and ethnic differences.

4. Sixty seven and five tenths per cent appraised a priority of either 1 or 2 to the competency: Select and use appropriate instruments for communicating with individuals and groups.

5. Fifty per cent assigned a priority of either 1 or 2 and thirty two and five tenths per cent placed a priority of 3 on the competency: Utilize technological resources to promote the fulfilment of the many and varied needs of multi-ethnic learners.

6. Seventy-five per cent appraised a priority of either 1 or 2 and 20 per cent assigned a priority of 3 to the competency: Identify, select and use a wide variety of instructional materials which are appropriate for the cultural groups involved.

7. Ninety per cent assessed a priority of either 1 or 2 the competency: Understand and treat multicultural children as the individuals they are.

8. Eighty per cent assigned a priority of either 1 or 2 to the competency history and contributions of minority groups to the American society and how the history may be utilized in the classroom.

Regarding the rating of institution's performance, the following conclusions were drawn:

1. Ninety per cent awarded priority of either 1 or 2 to the competency: Identify and/or demonstrate behaviors which reflect a feeling for the dignity and worth of other people including those of other racial, ethnic and cultural groups.

2. Sixty per cent assigned a priority of either 1 or 2 to the competency: Demonstrate instructional and social skills which assist students in developing self-concept.

3. Thirty-seven and five tenths per cent listed a priority or 3 to the competency: Demonstrate instructional and social skills which assist students in interacting constructively with their peers regardless of racial, cultural and ethnic differences.

4. Fifty-seven and five tenths per cent indicated a priority of either 1 or 2 and 31.5% assigned a priority of 3 to the competency: Select and use appropriate instruments for communicating with individuals and groups.

5. Forty per cent assessed a priority of 3 and twenty-five per cent assigned a priority of either 1 or 2 to the competency: Utilize technological resources to promote the fulfilment of the many and varied needs of multi-ethnic learners.

6. Forty per cent rated a priority of either 1 or 2 indicated a priority of 3 to the competency: Identify, select and use a wide variety of instructional materials which are appropriate for the cultural groups involved.

7. Fifty per cent assessed a priority of either 1 or 2 and thirty-five per cent awarded a priority of 3 to the competency: Understand and treat multicultural children as the individuals they are.

8. Thirty-seven and five tenths per cent rated a priority of 3 to the competency: Should be knowledgeable of the past and contemporary history and contributions of minority groups to the American society and how the history may be utilized in the classroom.

Regarding the rank order of importance of attitudes or beliefs needed by teachers in desegregated settings, the following conclusions were drawn:

1. Sixty-seven and five tenths per cent listed a priority of either 1 or 2 and 15 per cent awarded a priority of

3 to the attitude/belief: Teachers must intimately understand the culture and ethnic origin of their students.

2. Ninety-two and five tenths per cent assigned a priority of either 1 or 2 to the attitude/belief: Teachers must be free of bias as possible and open to continuing self-examination.

3. Eighty per cent assessed a priority of either 1 or 2 and twelve and five tenths per cent indicated a priority of 3 to the attitude/belief: Teachers must honor and value racial, ethnic and cultural differences.

4. Eighty-five per cent rated a priority of either 1 or 2 and twelve per cent assigned a priority of 3 to the attitude/belief: Teachers must feel that a multicultural orientation is beneficial to them personally,

5. Eighty-five per cent assigned a priority of either 1 or 2 and seven and five tenths per cent indicated a priority of 3 to the attitude/belief: Teachers must understand that poor and racial or ethnic minorities can learn at the same level and rate as others when the proper environmental support is provided.

Conclusions concerning the rating of the institution's performance were:

1. Forty-five per cent assessed a priority of 1 or 2 and 25% assigned a priority of 3 to the attitude/belief: Teachers must intimately understand the culture and ethnic origin of their students.

2. Forty-seven and five tenths per cent indicated a priority of either 1 or 2 and twenty-five per cent assessed a priority of 3 to the attitude/belief: Teachers must be free of bias as possible and open to continuing self-examination.

3. Thirty-five per cent place a priority of either 1 or 2 and thirty-one and five tenths per cent indicated a prior of 3 to the attitude/belief: Teachers must honor and value racial, ethnic and cultural differences.

4. Thirty-seven and five tenths per cent rated a priority of either 1 or 2 and 25 per cent assigned a priority of 3 to the attitude/belief: Teachers must honor and value racial, ethnic and cultural differences.

5. Forty-five per cent awarded a priority of either 1 or 2 and twenty per cent indicated a priority of 3 to the attitude/belief: Teachers must understand that poor and racial or ethnic minorities can learn at the same level and rate as others whn the proper environmental support is provided.

IMPLICATIONS

The eight competencies and five attitudes/beliefs included in this investigation should be included in a teacher preparation program for desegregated settings since a large majority of the teacher educators indicated that they should receive high priority. Thei institution's performance rating by a large majority range from 1 to 3. It would appear that the institutions have experienced a moderate degree of success in the development of these competencies and attitudes/beliefs in their prospective teachers. This being the case, it reinforces the idea that the inclusion of these competencies and attitudes/beliefs in teacher preparation programs for desegregated settings become a reality.

RECOMMENDATIONS

AN ANALYSIS OF THE DATA ON THE RANKING AND RATING OF TEACHER COMPENTENCIES AND ATTITUDES OR BELIEFS.

Concerning rank order of importance of competencies needed by teachers in desegregated settings, it is recommended that:

1. The following validated competencies be incorporated into teacher preparation programs:

   A. Identify and/or demonstrate behaviors which reflect a feeling for the dignity and worth of other people including those of other racial, ethnic and cultural groups.

   B. Demonstrate instructional and social skills which assist students in developing a positive self-concept.

   C. Demonstrate instructional and social skills which assist students in interacting constructively with their peers regardless of racial, cultural and ethnic differences.

   D. Select and use appropriate instruments for communicating with individuals and groups.

   E. Utilize technological resources to promote the fulfillment of many and varied needs of multi-ethnic learners.

   F. Identify, select and use a wide variety of instructional materials which are appropriate for the cultural groups involved, in terms of interest level, complexity, maturity and experience.

   G. Understand and treat multicultural children as the individual they are, each with his own particular potential and rate of growth, and each with his own background, problems, habits, interests and curiousities.

   H. Should be knowledgeable of the past and contemporary history and contribution of minority groups to the American society and how the history may be utilized in the classroom.

2. Teacher educators seriously examine the following listings of "write-in" competencies which appeared in the category "other competencies" on the research instrument for possible inclusion in their multi-cultural education program:

TABLE 9 OTHER COMPETENCIES

--------Understand the ties between trans national/images/international linkages of ethnic groups in the U. S. today.

--------Should have a sociological awareness of the contributions of minority groups to American society.

--------Should have an awareness of the numerous legal decisions that have revolved around minority groups and education.

--------Demonstrate knowledge of cultural traditions.

--------Demonstrate knowledge of traditionalist, modern, and progressive ethnic values.

--------Demonstrates knowledge of the forces affecting multi-cultural education (political, economic, social & educational).

--------Demonstrates knowledge of acculturation process as related to the traditionalist, modern and professional values.

--------Demonstrates knowledge of the role of a value system and ability to analyze and evaluate its influence on behavior.

--------Demonstrates knowledge of the philosophy of various cultures and exhibit through observable personal behavior an interest in expanding one's knowledge.

--------Recognize potential cultural and linguistic biases in the composition, administration and interpretation of existing assessment instruments.

--------Demonstrate the ability to provide a flexible learning environment which meets individual needs of learners from various cultural groups.

--------Demonstrate interaction with parents and community members in a multi-cultural context.

--------Utilize students own contributions through cultural ethnicity in classroom situations.

--------Should be knowledgeable of the mechanisms of the social-economic political systems which are responsible for maintaining the status quo for the dominant culture.

--------Faculty should be competent, successful teachers.

--------Should be aware of the degree to which institutionalized schooling is failing to meet minimal standards of academic competencies for the majority of economically deprived students.

--------Knowledge of the economic and political aspects/biases of racism, classism, and sexism and the role played by the school in supporting these aspects.

--------Understanding the racial and class biases in testing, educational and psychological theory, and curriculum theory.

--------Faculty should be competent teachers of teacher education knowledge and skills; such as how to teach reading and etc.

Regarding the rating of the institution's performance, it is recommended that:

1. Institutions put forth greater effort to improve their performance on the following validated competencies needed by teachers in desegregated settings:

   A. Demonstrate instructional and social skills which assist students in interacting constructively with their peers regardless of racial, cultural, and ethnic differences.

   B. Select and use appropriate instruments for communicating with individuals and groups.

   C. Utilize technological resources to promote the fulfillments of the many and varied needs of multi-ethnic learners.

   D. Identify, select and use a wide variety of instructional materials which are appropriate for the cultural groups involved.

   E. Understand and treat multicultural children as the individuals they are, each with his own particular potential and rate of growth, and each with his own background, problems, habits, interests and curiosities.

   F. Should be knowledgeable of the past and contemporary history and contribution of minority groups to the American society and how the history may be utilized in the classroom.

Concerning the rank of importance of attitudes or beliefs needed by teachers in desegregated settings, it is recommended that:

1. The following validated attitudes or beliefs be incorporated into teacher preparation programs:

   A. Teachers must intimately understand the culture and ethnic origin of their students.

   B. Teachers must be free of bias as possible and open to continuing self-examination.

   C. Teachers must honor and value racial, ethnic and cultural differences.

   D. Teachers must feel that a multi-cultural orientation is beneficial to them personally,

   E. Teachers must understand that poor racial ethnic minorities can learn at the same level and rate as others when the proper environmental support is provided.

2. Teacher educators examine the following listing of "write-in" attitudes or beliefs which appeared in the category "other attitudes or beliefs" on the research instruments for possible inclusion in their multicultural education programs:

TABLE 15 OTHER ATTITUDES OR BELIEFS

--------Teachers must include sexism/racism/handicap issue against all aspects of biased viewpoints in society today.

--------Teachers must demonstrate a positive self-concept in respect to teaching in a multi-cultural, multi-ethnic situation.

--------Teachers must understand the economic biases of racial and class bias and how the traditional school supports this economic system.

--------Teachers must be free of unconscious bias and prejudice.

Regarding the rating of institution's performance, it is recommended that:

1. Institutions put forth greater efforts to improve their performance on the following validated attitudes or beliefs needed by teachers in desegregated settings:

   A. Teachers must intimately understand the culture and ethnic origin of their students.

B. Teachers must be as free of bias as possible and open to continuing self-examination.

C. Teachers must honor and value racial, ethnic and cultural differences.

D. Teachers must feel that a multi-cultural orientation is beneficial to them personally.

E. Teachers must understand that poor and racial or ethnic minorities can learn at the same level and rate as others when the proper environmental support is provided.

APPENDIX

APPENDIX A

Letter to College of Education Dean

Florida Agricultural and Mechanical University
Tallahassee, Florida
ZIP CODE: 32307

COLLEGE OF EDUCATION
OFFICE OF THE DEAN

Dear College of Education Dean:

The College of Education at Florida A & M University is currently involved in a National Institute of Education funded project. The final product of this effort will be a model teacher education program emphasizing those competencies required in desegregated settings. One phase of the project is concerned with identifying such teaching competencies. To make this determination, we are soliciting the help of sixty (60) institutions who recently responded to an AACTE survey on multicultural education.

We are requesting that you ask appropriate members of your faculty to respond to the attached questionnaire and return it in the self-addressed, stamped envelope provided.

Upon request, a copy of the findings and recommendations will be sent to you. Your assistance in this effort will be greatly appreciated.

Sincerely,

Dr. Evelyn B. Martin
Interim Dean
Project Director

EBM/bj

FAMU IS AN EQUAL OPPORTUNITY / EQUAL ACCESS UNIVERSITY

APPENDIX B

Research Instrument

RESEARCH IN DESEGREGATION AND THE TRAINING OF TEACHERS FOR DESEGREGATED SCHOOLS

This is a research project designed to obtain input from professional educators on one of the most important problem areas in American education - preparation of teachers for service in multiethnic settings.

Significant advances have been made toward the conceptualization of multicultural education, but almost no emphasis has been placed on programmatic attempts to put such concepts into practice. This project is an attempt to do that by pooling wisdom and experience of those whose responsibility it is to train the major facilitators of school desegregation - classroom teachers.

Florida A & M University
College of Education

RESPONDENT INFORMATION

DIRECTIONS: Please provide the following information about yourself.

1. What is your specific title?_____

2. What percentage of your time do you spend performing these duties?

   Teaching:_____% Supervisory:_____% Administrative_____%

3. Check the highest degree you have completed to date.

   ( ) Bachelor's ( ) Master's ( ) Specialist ( ) Doctorate

4. Sex: ( ) Female ( ) Male

5. Age: ( ) 20 - 24 ( ) 35 - 49 ( ) 50 - 64 ( ) 65 - above

6. Race: ( ) Black ( ) Indian ( ) Caucasian ( ) Oriental ( ) Hispanic ( ) Other (specify)_____

7. Check the answer to the statement which indicates the number of hours of training you have had in multicultural education.

   ( ) Completed 30 or more academic hours.
   ( ) Completed 10 to 29 academic hours.
   ( ) Completed 1 to 9 academic hours.
   ( ) Completed no academic hours.

8. Check the answer to the statement which indicates the frequency with which you teach courses in multicultural education.

   ( ) Teach courses regularly.
   ( ) Teach courses intermittently.
   ( ) Teach no courses in multicultural education.

NOW PROCEED TO PART ONE OF THE QUESTIONNAIRE.

RANKING AND RATING TEACHER COMPETENCIES AND ATTITUDES OR BELIEFS

Directions: Listed below are eight (8) competencies (skills) most critically needed for teacher success in desegregated classroom settings. Next to each competency, rank it according to your perception of the priority it should receive during training. On a scale of 1 to 5, 1 denotes the highest priority and 5 is the lowest priority.

Now to the far right of each competency, give your perception of your institution's demonstrated performance (strong to weak) in providing training for that competency. On a scale of 1 to 5, 1 denotes strong performance and 5 is a weak performance.

Should you desire to write in other competencies, the directions are the same as listed above.

A. COMPETENCIES NEEDED BY TEACHERS IN DESEGREGATED SETTINGS	RANK ORDER OF IMPORTANCE (Circle One) High 1 2 3 4 5 Low	RATING OF YOUR INSTITUTION'S PERFORMANCE (Circle One) Strong 1 2 3 4 5 Weak
1. Identify and/or demonstrate behaviors which reflect a feeling for the dignity and worth of other people including those of other racial, ethnic, and cultural groups.	1 2 3 4 5	1 2 3 4 5

RANKING AND RATING TEACHER COMPETENCIES AND ATTITUDES OR BELIEFS

A. COMPETENCIES NEEDED BY TEACHERS IN DESEGREGATED SETTINGS	RANK ORDER OF IMPORTANCE (Circle One) High 1 2 3 4 5 Low	RATING OF YOUR INSTITUTION'S PERFORMANCE (Circle One) Strong 1 2 3 4 5 Weak
2. Demonstrate instructional and social skills which assist students in developing a positive self-concept.	1 2 3 4 5	1 2 3 4 5
3. Demonstrate instructional and social skills which assist students in interacting constructively with their peers regardless of racial, cultural, and ethnic difference.	1 2 3 4 5	1 2 3 4 5
4. Select and use appropriate instruments of communication with individuals and groups.	1 2 3 4 5	1 2 3 4 5
5. Utilize technological resources to promote the fulfillment of the many and varied needs of multi-ethnic learners.	1 2 3 4 5	1 2 3 4 5

RANKING AND RATING TEACHER COMPETENCIES AND ATTITUDES OR BELIEFS

A. COMPETENCIES NEEDED BY TEACHERS IN DESEGREGATED SETTINGS	RANK ORDER OF IMPORTANCE (Circle One) High 1 2 3 4 5 Low	RATING OF YOUR INSTITUTION'S PERFORMANCE (Circle One) Strong 1 2 3 4 5 Weak
6. Identify, select, and use a wide variety of instructional materials which are appropriate for the cultural groups involved, in terms of interest levels, complexity, maturity, and experience.	1 2 3 4 5	1 2 3 4 5
7. Understand and treat multicultural children as the individuals they are, each with his own particular potential and rate of growth, and each with his own background, problems, habits, interest, and curiousities.	1 2 3 4 5	1 2 3 4 5

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RANKING AND RATING TEACHER COMPETENCIES AND ATTITUDES OR BELIEFS

A. COMPETENCIES NEEDED BY TEACHERS IN DESEGREGATED SETTINGS	RANK ORDER OF IMPORTANCE (Circle One) High 1 2 3 4 5 Low	RATING OF YOUR INSTITUTION'S PERFORMANCE (Circle One) Strong 1 2 3 4 5 Weak
8. Should be knowledgeable of the past and contemporary history and contribution of minority groups to the American society and how the history may be utilized in the classroom.	1 2 3 4 5	1 2 3 4 5
OTHER COMPETENCIES	1 2 3 4 5	1 2 3 4 5
OTHER COMPETENCIES	1 2 3 4 5	1 2 3 4 5

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RANKING AND RATING TEACHER COMPETENCIES AND ATTITUDES OR BELIEFS

Directions: Listed below are five (5) attitudes or beliefs most critically needed for teacher success in desegregated classroom settings. Next to each attitude or belief rank it according to your perception of the priority that it should receive during training. On a scale of 1 to 5, 1 denotes the highest priority and 5 the lowest priority.

Now to the far right of each attitude or belief, give your perception of your institution's demonstrated performance (strong to weak), in providing training in that attitude or belief. On a scale of 1 to 5, 1 denotes a strong performance and 5 a weak performance.

Should you desire to write in other competencies, the directions are the same as listed above.

B. ATTITUDES OR BELIEFS NEEDED BY TEACHERS IN DESEGREGATED SETTINGS	RANK ORDER OF IMPORTANCE (Circle One) High 1 2 3 4 5 Low	RATING OF YOUR INSTITUTION'S PERFORMANCE (Circle One) Strong 1 2 3 4 5 Weak
1. Teachers must intimately understand the culture and ethnic origin of their students.	1 2 3 4 5	1 2 3 4 5

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RANKING AND RATING TEACHER COMPETENCIES AND ATTITUDES OR BELIEFS

B. ATTITUDES OR BELIEFS NEEDED BY TEACHERS IN DESEGREGATED SETTINGS	RANK ORDER OF IMPORTANCE (Circle One) High 1 2 3 4 5 Low	RATING OF YOUR INSTITUTION'S PERFORMANCE (Circle One) Strong 1 2 3 4 5 Weak
2. Teachers must be as free of bias as possible and open to continuing self-examination.	1 2 3 4 5	1 2 3 4 5
3. Teachers must honor and value recial, ethnic, and cultural differences.	1 2 3 4 5	1 2 3 4 5
4. Teachers must feel that a multicultural orientation is beneficial to them personally.	1 2 3 4 5	1 2 3 4 5
5. Teachers must understand that poor and racial or ethnic minorities can learn at the same level and rate as others when the proper environment.	1 2 3 4 5	1 2 3 4 5

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RANKING AND RATING TEACHER COMPETENCIES AND ATTITUDES OR BELIEFS

B. ATTITUDES OR BELIEFS NEEDED BY TEACHERS IN DESEGREGATED SETTINGS	RANK ORDER OF IMPORTANCE (Circle One) High 1 2 3 4 5 Low	RATING OF YOUR INSTITUTION'S PERFORMANCE (Circle One) Strong 1 2 3 4 5 Weak
OTHER ATTITUDES OR BELIEFS	1 2 3 4 5	1 2 3 4 5
OTHER ATTITUDES OR BELIEFS	1 2 3 4 5	1 2 3 4 5

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PART TWO: TEACHER TRAINING STRATEGIES

DIRECTIONS: For each of the standard training variables listed below, please describe briefly any major innovation your institution employs which you feel contributes significantly to your graduates' ability to function well in desegregated settings.

A. Selection of Teacher Education Candidates: _____

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B. General Studies: _____

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C. Professional Studies: _____

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D. Practice Teaching: _____

E. Other Strategies (Please Specify Strategy): _____

APPRENDIX C: PARTICIPATING COLLEGES AND UNIVERSITIES

PARTICIPATING COLLEGES AND UNIVERSITIES

Armstrong State College
Savannah, Georgia 30117

Bloomsburg State College
Bloomsburg, Pennsylvania 17813

California State College
at Los Angeles
Los Angeles, California 90032

Eastern Oregon College
La Grande, Oregon 99004

Eastern Washington State
College
Cheney, Washington 99004

Florida A and M University
Tallahassee, Florida 32307

Fordham University
New York, New York 10007

High Point College
High Point, North Carolina
27262

Indiana State University
Terre Haute, Indiana

Lindenwood College
St. Charles, Missouri 63301

Norfolk State University
Norfolk, Virginia 23504

North Dakota State University
Fargo, North Dakota 58102

Saint Mary College
Xavier, Kansas 66098

State University of New York
Albany, New York 12203

State University of New York
Buffalo, New York 14210

State University of New York
Stony Brook, New York 11794

Syracuse University
Syracuse, New York 13210

Temple University
Philadelphia, Pennsylvania
19380

Texas Southern University
Houston, Texas 77004

Texas Technological University
Lubbock, Texas 79409

Trenton State College
Trenton, New Jersey 08625

University of Akron
Akron, Ohio 44304

University of California
Los Angeles, California 90024

University of California
Berkely, California 94720

University of Denver
Denver, Colorado 80210

University of Houston
Houston, Texas 77004

University of the Pacific
Stockton, California 95204

University of Wisconsin
Madison, Wisconsin 53706

University of Wisconsin
Milwaukee, Wisconsin 53201

University of Wyoming
Laramie, Wyoming 82070

Washburn University of
Topeka
Topeka, Kansas

West Georgia College
Carrollton, Georgia 30118